SCHOOL DESCRIPTION

CharterSchool Summary[1]

Name of Charter School	Syracuse Academy of Science and Citizenship Charter School
Board Chair	Dr. Fehmi Damkaci
District of location	Syracuse City School District
Opening Date	Fall 2017
Charter Term	Initial Charter: September 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 6 / 525 Students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 12 / 975 Students
Facilities	301 Valley Drive. Syracuse, NY 13207 - Private Space

Testing, i-Ready assessments, benchmark exams, and full-length practice tests for state assessments. Student performance is documented and reviewed by teachers, and school administrators. From these performance results, teachers create intervention plans to improve individual student achievement. Txama3 (t)7.1

but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5	K - Grade 6
Total Approved Enrollment	171	246	375	450	525

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	600	675	675	675	675

authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day remote renewal site visit was conducted at Syracuse Academy of Science and Citizenship Charter School on October 28, 2021. The NYSED CSO team conducted interviews with the board of trustees, school leadership team, teachers, parents, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted six remote classroom observations and had access to SANYS instructional video from other schools in the network in K - Grade 6.0 1 T c E . 3 (o) B o d y > > B D C

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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New York State Education Department
2015 Charter School Performance Framework Rating[4]

2015 Performance Benchmark	Level
Educational Success	Benchmark 1: Student P

- Syracuse Academy of Science and Citizenship Charter School (SASCCS) is in year 5 of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- Summary of Areas of Growth and Strengths: Instructional delivery fosters engagement with students. SASCCS uses data analysis to inform instruction, in particular through the network-created TED Solutions platform. The school has systems to monitor the progress of individual students. Classroom environments are conducive to learning and generally free from disruption. SASCCS has programs in place to support the social-emotional needs of students. The board demonstrates active oversight of the school's academic program. The school has an effective school leadership team. SASCCS successfully retains key personnel with low teacher turnover. The school implements its key design elements.

- Summary of Areas in Need of Improvement: Given the challenges of the past two years, the school will continue to hone its K- Grade 8 curriculum, instruction, assessments and interventions designed to address academic deficiencies including the development of pacing guides across all grade levels for ELA and math; data and Professional Learning Community (PLC) meetings; additional literacy and math intervention coordinators; and small intervention or enrichment groups. The school recognizes the need to expand and strengthen its Response to Intervention (RtI) program with a focus on students' deficiencies in math and the need to hire two additional ENL teachers to support English language acquisition, reading and comprehension of its English language learners (ELLs). The school currently has one English as a New Language (ENL) teacher to serve the needs of 55 designated ELLs.

Benchmark 1: Student Performance
The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the NYSED Local Assessment Plan memo. Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. It currently is -rrD1D1D1D1rr

Benchmark 2: Teaching and Learning
School leaders have systems in place designed to cultivate shared accountability and high expectations

Academic Program for Students with Disabilities (SWDs) and English language learners

- Diverse Learners:
  - The renewal application states that the school has two ELL teachers, four Special Education teachers, three math specialists, five literacy specialists, and four AIS specialists presently on staff. Additionally, literacy and math coordinators ensure student progress is regularly monitored, and intervention plans are created for small groups of students using data collected on a weekly basis and targeting skill-based gap area.
- SWDs:
  - SASCCS serves its SWDs through an inclusive co-teaching model in K - Grade 4 and provides multiple intervention support teachers for K - Grade 6.
  - Teachers also provide push-in and pull-out services to support students' progress towards their IEP goals.
- ELLs:
  - At the time of the visit, SASCCS had only one of its planned two ELL teachers on staff. The ELL teacher provides push-in and pull-out services to ELL students.

Summative Evidence for Benchmark 2

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

1. Element: **Cl m** :

   - Indicator a: The school has a documented curriculum that is aligned to the NYSLS. In focus groups, school leaders and teachers reported that the school relies on pacing guides in ELA and math that instructional leaders ensure are aligned with requisite standards. In the 2021 CSO Teacher Survey (23 o.ro078.2 (t)-6 (i)-t-3.3 (e)s/ Tc -0.01se.7 ( )1p.01st as 88.2 78.2 e

- Indicator b: The school uses data analysis to inform instruction. In focus groups, school leaders and teachers reported that the school utilizes a network-created platform, TED Solutions, to identify student learning trends in assessment results. School leaders and teachers also reported that staff members regularly review assessment results to determine which students require interventions, and which students require enrichment, during intervention blocks. In the 2021 CSO Teacher Survey, 100 percent of teachers who responded agreed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes. At the time of the renewal site visit, the school had transitioned to Datapooler software to compile the school's qualitative and quantitative data to inform classroom groupings, curricular revisions and supplementation, interventions, staffing assignments, teacher supports, and professional development topics.
- Indicator c: The school and network utilize data analysis to adjust the school program. In focus groups, school leaders and teachers reported that, based on remote learning assessment results indicating significant learning loss, the school hired numerous additional intervention teachers for the 2021-2022 school year. The analysis of recent assessment results also convinced the school to purchase additional library books and math manipulatives. In the 2021 CSO Teacher Survey, 89 percent of teachers who responded agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and 95 percent of teachers who responded agreed that the school modifies its academic program after using data meashy a.3 (c2)-3.4 0 Td -

for students created gaps in learning. At the same time, the school continued to grow as planned which resulted in increased numbers of students who entered the school with significant learning gaps. In an effort to increase student academic achievement and close the learning gap. SANY developed and implemented various network-wide projects in the last two years ito strengthen the K- Grade 8 curriculum, instruction and assessments. These projects included the development of robust pacing guides across all grade levels for ELA and math; data and Professional Learning Community (PLC) meetings; additional Literacy and Math Intervention Coordinators; and small intervention or enrichment groups to individualize instruction and serve specific student needs.

4. Element: [illegible] :

x Indicator a:The school provides supports to meet the academic needs for most of its students. In focus groups, school leaders and teachers reported the school employs interventionist teachers, special education teachers, and literacy and math coordinators to provide support to students struggling in ELA and math. The school employs a three-tiered Response to Intervention (RtI) program to provide increasing levels of supps o3.6 (n)5.3 ( )104 (o)-6.69.8 (a)-34.p.0.131 Tw 0.304 0 Td34.lundi20

- Indicator a: The school has a clear approach to behavioral management. In observed lessons, all students followed teacher directives when participating in whole group, small group, or independent activities. During the renewal site visit, staff described the school's clear approach to behavioral management, including a clearly defined code of conduct and a written discipline

children's academic progress in their home language. During the renewal site visit, staff described a variety of ways SASCCS "ensured there is no lapse in communication" with students' families.

- Indicator b: Teachers communicate with parents to discuss students' strengths and needs. In a focus group, parents reported that teachers use Class Dojo, a web-based application, and ad hoc meetings with parents at school dismissal to communicate children's academic and behavioral progress. Parents reported believing parents are fully aware of their children's needs. In the CSO teacher survey, 100 percent of teachers who responded agreed that parents receive regular and timely information on their child's academic progress in their home language. During the renewal site visit, staff described using regular phone calls, emails, texts, and online grade book platforms to keep parents informed about their students' progress, strengths, and needs.
- Indicator c: The school somewhat assesses family satisfaction. In a focus group, parents reported that the school sends surveys to parents. There is no parent organization through which parents can communicate with school leadership. In the 2021 CSO Teacher Survey, 100 percent of teachers agreed that the school seeks feedback from parents through surveys, meetings, or some other way. In the 2021 CSO Parents/Guardians Survey, 86 percent of parents who responded agreed that the school seeks feedback from parents through surveys, meetings, or some other way. During the renewal site visit, school stakeholders reported that the network developed and distributed comprehensive parent surveys several times per year and reported using the results to inform(v)atr yar.7 (35 -1.217 Td66 (r)14 (te60.446 0 Td[p)-2i Td[6 (y)9.6 (r)1[4 (s)-4.3 (,)-)8 ( )]Tv6 (re)7. -1.2-0

CSO Teacher Survey, 78 percent of teachers who responded agreed that the school has social, emotional, and mental health programs and supports for all students. In the 2021 CSO Parents/Guardians Survey, 76 percent of parents who responded agreed that the school has social, emotional, and mental health programs and supports for all students. At the time of the renewal site visit, SASCCS had systems, programs, and staffing in place to meet students' social-emotional needs in age-appropriate ways.

- Indicator b: School leaders collect and use data to track the socio-emotional needs of students. School leaders reported that the school had approximately 1,600 discipline referrals in the school's first year but, since the school began deploying the Positivity Project in the school's second year, discipline referrals have steadily reduced so that in the school's fifth year there are few student suspensions. In the 2021 CSO Teacher Survey, 78 percent of teachers who responded agreed that school leaders collect and use data to track the social- emotional needs of all students, including students in subgroups. At the time of the renewal site visit, SASCCS leaders collected social-emotional data from surveys, classroom and counseling observations, and disciplinary infractions t1 (t)4.9 c 0.146 Tw 6./( )Tjve86Tw nrd[10.7 (c)-S la led7 (c)-Sreeer2ionsn srederesasrde as

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- x Financial Composite Score
- x Working Capital
- x Debt to Asset
- x Cash Position
- x Total Margin

Financial Condition

Syracuse Academy of Science and Citizenship Charter School is part of the Science Academies of New York Charter Schools education corporation. Science Academies of New York Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equcadequf f

Benchmark 6: Board Oversight and Governance

Benchmark 7: Organizational Capacity
The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	Indicators
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-

school has established structures for frequent collaboration among teachers. At the time of the renewal visit, teachers met with their grade-level teams weekly, department teams monthly, and with the entire school staff each Friday, in addition to informal check ins daily.

- Indicator c:The school ensures that staff has professional development. In a focus group, teachers reported that the school provides teachers multiple training opportunities provided by school staff members, vendors associated with purchased curricula, and off-site trainers. In the 2021 CSO Teacher Survey, 84 percent of teachers who responded agreed that the school provides staff with professional development opportunities to support the social- emotional and mental health of students in a culturally responsive manner. Also, in the 2021 CSO Teacher Survey, 84 percent of teachers who responded agreed that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. At the time of the renewal site visit, staff engaged in frequent professional development with both leaders and peers to improve teaching skills and students' academic performance.
- Indicator d: The school has a formal process for teacher evaluation. In a focus group, school leaders reported the school utilizes the Danielson Framework to conduct two formal observations, one announced and one unannounced of all teachers. School leaders and teachers also reported that school leaders conduct informal observations throughout the year. The reported that teachers have opportunities to observe other teachers. In the 2021 CSO teacher survey, 91 percent of teachers who responded agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluatio

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	Indicators
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

1. Element: ***Mission and Key Design Elements***

   - Indicator a: School stakeholders share a common and consistent understanding of the school's mission. In focus groups, board members, school leaders, and teachers conveyed SASCCS's emphasis on community service and volunteerism. In the 2021 CSO Parents/Guardians Survey, 74 percent of parents agreed that the school is fulfilling its mission. At the time of the renewal site visit, a majority of SASCCS stakeholders shared a common and consistent understanding of the school's mission and key design elements outlined (t)]TJ-0.004 14.955.6 (c)-4.9 (h)-0.8 Tw T[s)-4.3 (c)-4.9 (h)10.1 (c

Benchmark 9: Enrollment, Recruitment, and Retention
The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive, good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	Indicators
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter. a. The school is making regular and significant annual progress toward meeting the targets.
2. Targets are not met	b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of studi ans destrae(n)7.5 r1 4(6)1(0.)5 3 6 3 5 5d (a)13.6 6 355d (n)5.3 etede

in the previous year. In addition, and with regard to the school's ELLs, it has improved from 9 percent in 2017-2018 to 15 percent in 2020-2021, now being -5 percentage points below the district of location rather than -11 percentage points below in 2017-2018.

- Indicator b: The school has implemented recruitment strategies and program services to attempt to attract SWDs, ELLs, and students who are eligible for free and reduced priced lunch. In a focus group, school leaders reported:
  - The school partners with local charities and pre-kindergarten centers to recruit students and advertise the school's services for diverse learners.
  - The school has a lottery double weighted for ELLs. School leaders l p s p n0R10.6.9 (e)-6(ted)5.(t)10.9 (te)10

- ƒ In 2019-2020, the school hired 21 new staff; three of whom began employment prior to receiving a fingerprint clearance date.
- ƒ In 2020-2021, the school hired seven new staff and two of these staff members started their employment prior to receiving a fingerprint clearance date.

x Indicator c: The school has sought Board of Regents and/or CSO for significant revisions since opening in 2017. However, the school did implement an organizational change to its charter in error without authorizer approval. The school has since requested the necessary revision to reflect a change in the reporting structure to commence in the 2022-2023 school year.

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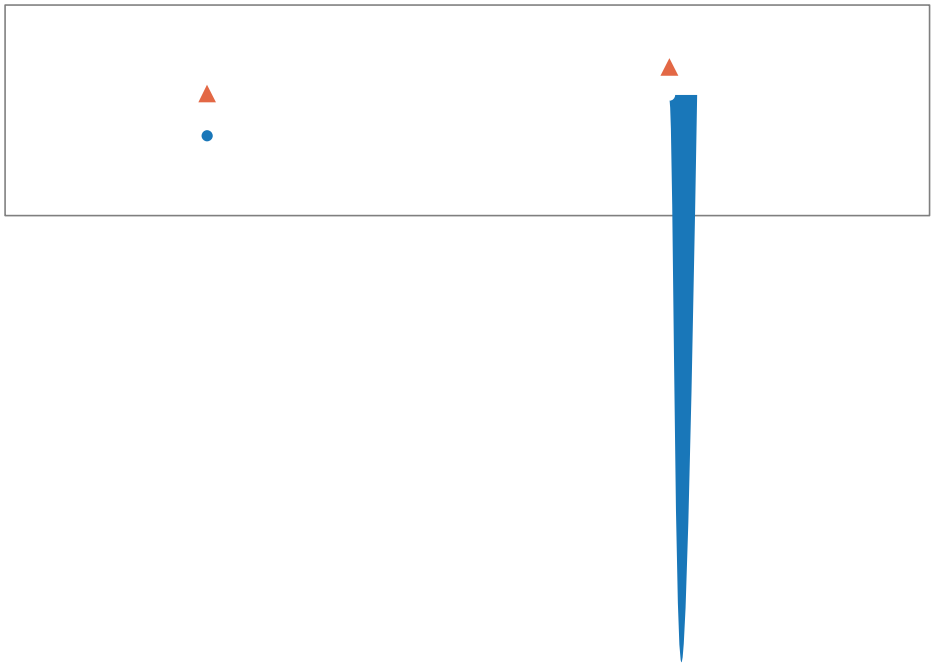

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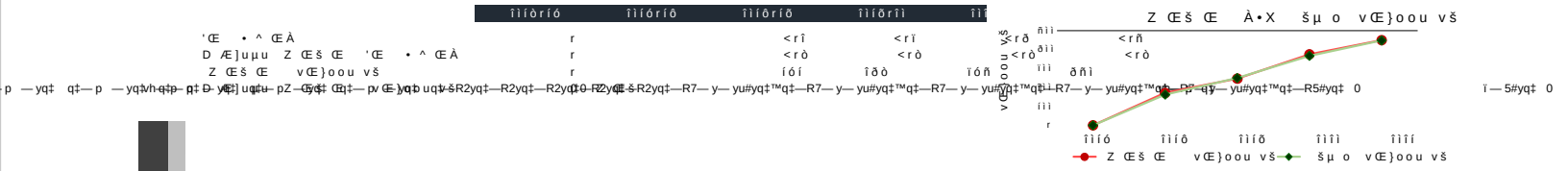
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